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quelqu'un des tiens;
 qualemque unum de illos (tuum);
 qual'que un' de 'll's —

Car vous ne m'épargnez guère,
 Quare vos non me — —
 Quar' vos nen me — —

Vous, vos Bergers et vos Chiens;
 Vos, vestros Berbicarios et vestros Canes;
 Vos, vostr's Berb'c(h)ar's et vostr's Can's;

On me l'a dit: il faut que je me
 Homo me illum habet dictum: ille fallit quam ego me
 Hom' me 'lu' hab't dict': il' fall't que' e'o me
 vange.
 vendico.
 vend'c(h)'.

Là-dessus au fond des forests
 Illac de super ad illum fundum de illas (foras)
 'la' de sup'r ad 'lu' fund' de 'll's

Le Loup l'emporte; et puis le mange
 Illum Lupum illum inde portat, et post illum manducat
 'lu' Lup' 'lu' ind' porte, et pos' 'lu' mand'c(h)e

Sans autre forme de proces.
 Sine alteram formam de processum.
 Sin' alt're' forme', de process'.

A. DE ROUGEMONT.

Chautauqua University.

With the kind consent of Professor de Rougemont, I take the liberty of adding a few critical remarks to his interesting notice.

It is to be regretted that so practical an idea as that embodied in the pamphlet above described should be seriously vitiated—to judge simply from the above extract—by a lack of consistency in its execution and of accurate scholarship on the part of the editor. Numerous examples obviously illustrate the justice of these strictures. It may be worth while to point out some of them:—*toûjours* (l. 1), treated as singular;—*allons* (l. 2), attributed to one of the least probable of its proposed etyma;—*essere* (l. 9): if the pop. Lat. *essere* is given for *esse*, then the form *represit* should be given for *reprendit* (l. 18);—*pas* (l. 11 and elsewhere) inconsistently referred to Lat. nom. instead of acc. So *elle* (l. 12);—*plûtôt* (l. 12), read *plus tostum* for *plus tot cito*;—*dessus* (l. 15), read *subtus* for *subitus*;—*cruelle* (l. 18), read **crudalem* for *crudelem*;—*médís* (l. 19), read *dixisti* for *dixis*;—*comment* (l. 20), read *mente* for *inde*;—*encor* (l. 21), *hanc horam*, improbable etymology;—*donc* (l. 22 and elsewhere), read *donique* for *tunc*; *quelqu'un* (l. 23), read *qua-*

lemquam for *qualemque*; *il* (l. 25), read *illic* for *ille*; *dessus* (l. 26), read *susum* for *super*. Even at its best and when soundly presented, this method of instruction is valuable chiefly for occasional illustration or practice. Its continuous use must very soon result in a wearisome repetition of constantly recurring forms, which will detract from the interest invariably attaching to a more systematic study of French etymology.

H. A. T.

BRIEF MENTION.

The last number of the *American Journal of Philology* contains a characterization of the work of Wilhelm Scherer, from the pen of Professor Waterman Thomas Hewett, of Cornell University.

A new edition of Lessing's Fables, with introduction, notes and vocabulary by E. L. Naftel, has been sent us by the Librairie Hachette & Cie, London, Paris and Boston. While the notes may be said to be fairly well suited to their purpose, it must be confessed that a more meagre and unsatisfactory introduction to a text intended for the use of pupils it would be hard to find. Though the editor was writing for children, he was not thereby exempted from the duty of acquainting himself with the simplest facts of Lessing's life.

The American Dante Society (organized 1880) published, as an Appendix to its Annual Report for 1885, "Additional Notes on the Divine Comedy," by Henry Wadsworth Longfellow. These notes were made from time to time during the later years of the poet's life and after the publication of the first edition of his translation in quarto, in 1867. Messrs Houghton, Mifflin and Company (Boston) have embodied the notes in a new edition, just brought out, of Longfellow's Dante, combining the text of the smaller edition of 1870 with the foot-note readings of the original quarto, and thus giving us a definitive edition of a work that has done much for American scholarship. These additional notes are not extensive, but as the author was "fond of reading similarities of thought and expression between Dante and other poets," they are of interest as showing

the range of his reading, and how his mind was running on the "poema sacro" through a long series of years. As the text here given us was revised by Longfellow himself for the edition of 1870, and we have accompanying it a set of his complete notes, it follows naturally that it is the best edition of his translation, and it will doubtless replace the others in a short time. The typography of the work is admirable and, cast into three octavo volumes, the book is handy both for general use and for reference.

We have heard a great deal lately of the so-called "Natural Method" of teaching languages.¹ This method, we are told by its votaries, should and must supersede all others, for the reason that it alone is the true one. In the preface to Deutsch's German Reader, a recent publication of D. C. Heath & Co., we read the following, which is a fair sample of what is claimed for this method. "It is now conceded by most teachers, that in learning any foreign language little is gained by beginning with the study of the grammar, and that the most successful method is the natural one by which a child learns to speak its own language, that is, by constant practice in conversation. A mass of grammatical rules at the outset renders the subject dry and uninteresting, etc."

Now what is conceded is merely this, that to teach any one to speak a language, the learner must be given practice in speaking, and the more the better. Then, with reference to the observation about the learning of grammar, we may remark that the study of language should be interesting, and will be made so in the hands of the good teacher. But even if the pupil should have to learn at times some hard and dry facts, what of that? The effort will benefit him, for he will thus form habits of close application, and acquire a taste for work which will be of great use to him in after years. The charge of difficulty or dryness is not, then, in itself a valid objection to the study of grammar.

But, after all, the real point of dispute is not so much as to the best method of effecting a

given end, but rather as to the end to be accomplished. During the average school or college course, the teacher cannot possibly give his pupils a complete mastery of a foreign language, both in its spoken and written forms. Which then of these disciplines shall he emphasize? The uneducated public regard speaking as the chief thing, but we may ask, of what precise value to the average graduate is the ability to speak a foreign language? The value, if it exist, must be either practical—used in the sense of commercial—or educational. Now, we admit that he who can speak two languages fluently and well has a great advantage in many parts of our land over the man who can speak but one. But can our schools even by the use of conversational methods, impart this ability? We reply, that they cannot, and that, even if they could, life in a German family would effect the same end better and in much less time. To learn to speak a language, one must live for months, or even years, among those speaking it. Conversation for a few minutes on certain days of the week will not suffice, except to give the pupil facility in the use of certain class-room phrases, outside of which he will be helpless.

We conclude, then, that the commercial value of teaching to speak a foreign language in school is very small indeed. What, we ask, is its educational discipline? We reply, that the man who has command of several languages is not necessarily cultured. No one need go far to prove the truth of this. The boy learns by practice to use short-hand, but gains thereby no new ideas. The acquisition, moreover, can be, and is in most cases very speedily lost, leaving the pupil, for whom we have shown it has no educational value, with nothing to show as the fruits of study. I hold, notwithstanding, that language study is very valuable, and that its worth lies not in learning to speak but to read the language. We thereby come to know the intellectual life of another people, and are brought into close contact with the great of other lands and other days; or by a scientific study of the language itself, our intellectual powers are developed and strengthened. Thousands who cannot speak any foreign language are yet immeasurably indebted to their linguistic studies.

¹ Abstract of a paper on *Observations upon Method in the Teaching of Modern Languages*, by PROF. CALVIN THOMAS, of the University of Michigan.

The method, then, in teaching a foreign language in school or colleges should be thorough and scientific. The pupil must acquire the fundamental facts of the language, and be introduced to its literature. Thus he will have a foundation for further studies. Some colloquial practice is desirable, and to obtain a proper "Sprachgefühl" certain phrases and idioms must be memorized. This work should not be merely imitative, but exercise the intellect of the pupil, and should be treated not as itself the end, but as a means to the true end, which is, literary and linguistic scholarship.

Le Romantisme français, a selection from writers of the French Romantic school, 1824-1848, edited for the use of schools and colleges, by Thomas F. Crane, A. M., Professor of the Romance languages in Cornell University, is a very neat and handy little volume of some 400 pages, published by G. P. Putnam and Sons, New York, 1887. It consists first of a somewhat compressed introduction of twenty-eight pages, treating of the earlier phases of French literature and the rise of the Romantic school. The author has probably said all that could be said in the short space he has allowed himself, but a slightly fuller treatment would have been entirely in keeping with the purpose and character of the book. A "List of works to be consulted" follows, occupying nine pages. This is a useful feature; but is not, of course, intended to be exhaustive. The author has shown wisdom in selecting a bibliography the greater part of which will be at the disposition of the American student in any reasonably well appointed library. The selections are drawn from Victor Hugo, (who supplies two-fifths of the whole), Alfred de Musset, George Sand, Honoré de Balzac, Prosper Mérimée, Théophile Gautier and Sainte-Beuve, and consist of both prose and poetry, chiefly the former. They are well selected as to style and quality, though possibly in some cases selections might have been found more likely to interest the younger student. Some of them, however, are very happy, as tending to show the objects and aims of the Romanticists from within, that is, from their own utterances, notably in the case of some of the extracts

from Victor Hugo and Théophile Gautier. The following sentence (Introduction p. xi.) is liable to cause a misapprehension as to the earliest periods of the Romance literatures: "The French, in common with other peoples of Latin extraction, had during the middle ages a flourishing national literature reaching back to the tenth century and representing every form of composition in prose and verse." A body of notes, not too full, completes a volume which promises to be useful for schools and colleges.

The last number of *Romania* contains, from the pen of Professor J. Stürzinger, of Bryn Mawr College, a detailed notice of the articles bearing on the Romance languages included in Vol. I. of the *Transactions of the Modern Language Association of America*, and also of the Romance contributions to Vol. I. of MODERN LANGUAGE NOTES. In *Englische Studien*, X. Band, 2. Heft, appears an article by Professor H. S. White, of Cornell University, entitled 'The Modern Languages in America.'

We would call the attention of those of our readers who are interested in methods, to the clear discrimination and succinct statement of the objects of modern language-teaching as presented by Professor F. V. N. Painter (Ranoke College) in his article: "Methods of teaching Modern Languages," published in the Boston *Journal of Education*, for April 21. Could the purpose for which a language is studied be thus constantly kept in view and no arrogant claims set up for a single system as the panacea of linguistic ills, we should soon reach a stage of pedagogical development in this work that would be the envy of the present mockers at certain methods whose *raison d'être* ought to be confined within strictly defined limits. We need to keep a closer watch over the boundaries of our method territories.

It is a source of great pleasure to be able to announce that the Council of the American Dante Society have made arrangements for the publication of Professor E. A. Fay's *Concordance to the Divina Commedia*, on which he has been steadily at work for the last three

years (cf. MODERN LANGUAGE NOTES, Vol. I., p. 14).

The *New Englander and Yale Review* for April, contains an interesting account of the contents of Wilhelm Scherer's library, which was recently bought by the Adelbert College of Western Reserve University, Cleveland, Ohio. Corresponding to the various interests of Scherer's broad and commanding mind, the library represents not only Germanic philology but also other sciences such as Comparative Philology, History, and Philosophy. It is believed to be one of the finest collections in Germany. The total number of volumes is about 12,000, the price paid being 28,000 marks. While heartily congratulating Adelbert College on its acquisition of such a treasure, we hope that this library may be made accessible to the students of Germanic philology in America, since it is so obviously the wide and proper use of a library, not its mere possession, which renders any collection of books really valuable.

Professor A. Ingraham (New Bedford, Mass.) sends us a few interesting illustrations of what he happily entitles "Yankee Greek." The first is found in Frank R. Stockton's 'Our Story': "She was in a certain way a *floraphobist*, and took an especial delight in finding in foreign countries blossoms which were the same or similar to flowers she was familiar with in New England." A perfect parallel to which is furnished in the Boston *Transcript* of April 11, 1887: "An influential English literary journal asserts that every good book published in England has three readers in the United States to one in England. This is not *Anglophobia*, but owing to American literary discernment," etc.

August Hettler, Publisher (Berlin S. W., 29) has recently brought out *A Historia das Cavalheiros da Mesa Redonda e da Demanda do Santo Graal*, an important work belonging to the fifteenth century and the only manipulation of the Graal saga on Iberian territory. The editor, Professor Karl von Reinhardtstöttner (Munich), gives us here the text only, according to the Vienna MS. 2594, which is to be followed by a second volume contain-

ing commentary, exegetical material, etc. Price, 7,50 marks.

A new translation of Dante's *Convito* has been announced as in preparation in London by Miss Kate Hilliard, an enthusiastic worker in Dante lore.

Alphonse Daudet's interesting novel, *Numa Roumestan*, has been dramatized and played with great success at the *Gymnase* theatre, Paris.

PERSONAL.

Dr. Francis B. Gummere, of the Swain Free School, New Bedford, Mass., expects to pursue studies in Scandinavia during the Summer months. He has just accepted a call to the chair of English in Haverford College, Pa.

Morton W. Easton, Professor of Comparative Philology and Instructor in French, in the University of Pennsylvania (Philada.), was recently appointed Adjunct Professor of Greek in the same institution.

In a letter received just as we were going to press, Professor Storm (Christiania) remarks with reference to his *French Dialogues*: "My book has had an unexpected success here; the first edition has been nearly exhausted in three months, and I am just revising it for the second."

Professor H. Schilling, of Wittenberg College (Ohio), recently delivered a successful course of lectures on the German "Volkslied" and "Shakespeare in Germany" at the Indiana State University (Bloomington), to which he had been invited by the authorities of that University. The lectures on the "Volkslied" were given in German, before one of Professor von Jagemann's classes.

OBITUARY.

FRANCISQUE XAVIER MICHEL, the veteran editor of Old French texts and author of works on subjects antiquarian and literary, died in May, 1887. He was born in 1809 at Lyons, where he began his studies, but for their completion repaired to the Collège Charlemagne